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ABSTRACT

The manual--one-third of which consists of appendixes--describes strategies which are used to involve parents and parent surrogates in the St. Paul Public Schools' Model Program for Handicapped Out-of-School Youth (OSY). OSY offers three primary components that facilitate positive involvement of parents in planning: the team approach, individualized educational planning, and a reality based curriculum. Characteristics of students and their families are examined, focusing on single parent homes, two parent homes, independent living, and other living arrangements. The OSY team is discussed, including the community liaison worker, the facilitator, the classroom teacher, the work experience coordinator, the social worker, and the youth advocate. Also discussed are early education parent involvement and other student/family involvement. The critical points at which contact with parents is sought are listed (including recruitment, assessment, individual educational planning, individualized education program review, and support services); and the techniques used to encourage their involvement are described. Various charts and forms are appended. (DLS)

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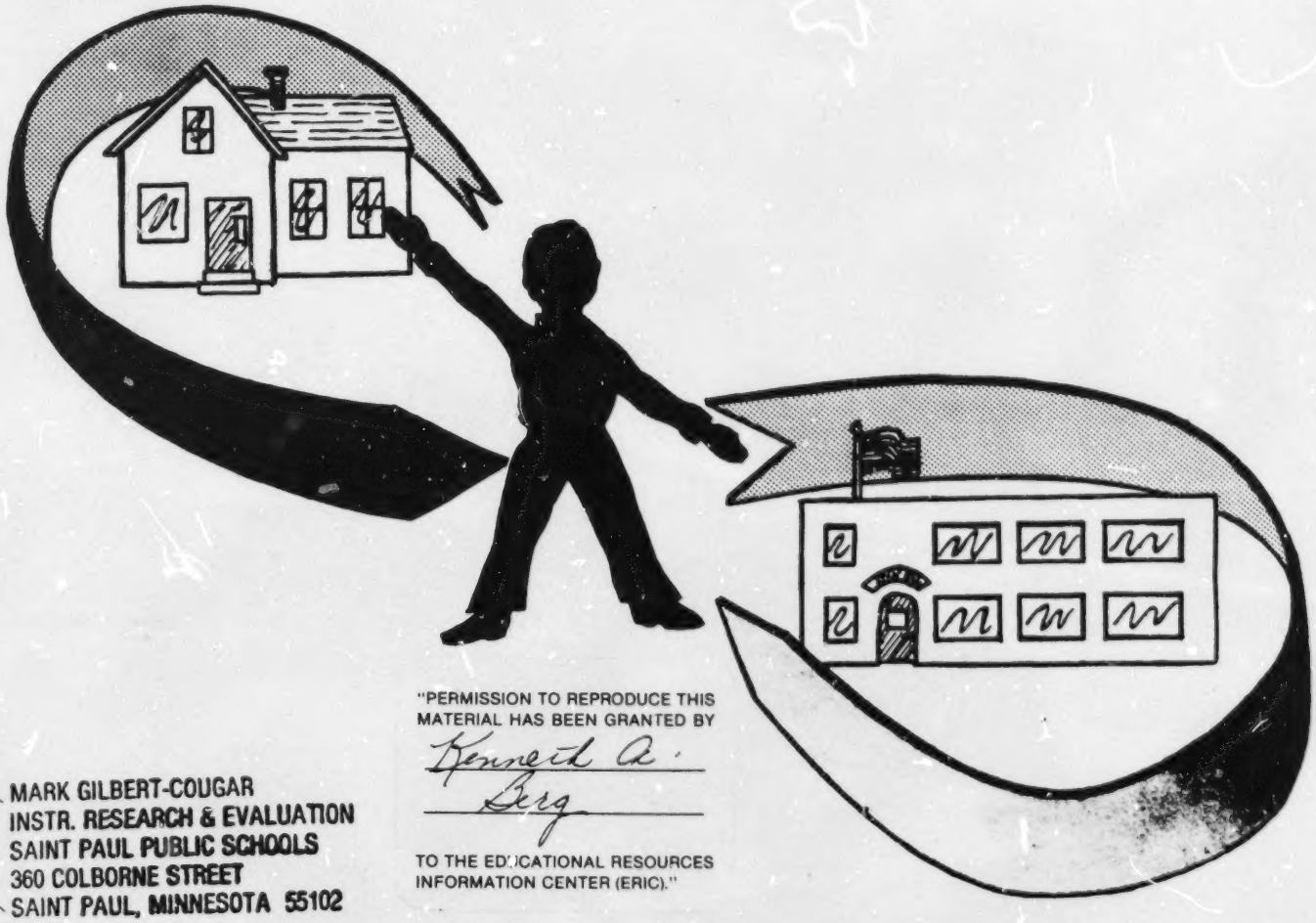

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STUDENT/FAMILY CONTACTS

From the Model Program for Handicapped

Out-of-School Youth

ST. PAUL PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT #625

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INTRODUCTION

The purpose of this manual is to describe the strategies which are used to involve parents and parent surrogates in the Saint Paul Public Schools' Model Program for Handicapped Out-of-School Youth, (OSY), funded with a grant from the Office of Education's Bureau of Education for the Handicapped. The program provides a second chance educational opportunity for sixteen-to-twenty-one-year-olds who have left school before graduation and who have special educational needs.

It became evident early in the development of the OSY program that most dropout youth, do need the support of their parents if they are to succeed. Involving the parents has been a difficult but rewarding challenge. For one thing, the initial reaction of many students is that they prefer not to have their parents involved. Many are already eighteen and trying to live independently. Warnings that the parents of these young people would not respond to efforts to involve them in planning did not deter the staff from trying. They have found that, in many cases it is possible to involve the parents in some way. Experience has shown that the more involvement parents have in the program, the more successful the staff's overall efforts become.

The Out-of-School Youth Program offers three primary components that facilitate positive involvement of parents in planning: the team approach, individualized educational planning, and a reality-based curriculum.

The Team Approach

While many programs for handicapped students feature a home-school liaison person, the OSY is unique in that each member of the team is involved in some way with the families of the student. Appendix A shows that the OSY staff is divided into three teams with additional support staff available to each team.

Students are assigned to one of the teams. As each team member plays a particular role in the individual educational plan of each student, so each team member has a role in fostering feelings of trust and optimism in parents who, in many cases, have had negative, alienating experiences with the schools and with their own children. Each team member has his/her own role in parent involvement and any member may be chosen by the team to function as the primary liaison between the program and the family. Parents may not be easy to win over, but, once won, they have shown themselves anxious to help their children to succeed. Building the self-esteem of parents who have often been blamed for their children's problems and failures is as important as building the self-esteem of the students.

Where parents are not involved, the team helps the student to develop relationships with caring professionals, surrogate parents and friends, so that each student has his/her own support network.

It is the intent of the teaming effort with parents to provide a new, more diversified approach to the delivery of service to this special population of young people. With increased parent support and cooperation, a handicapped student will generally have a better chance to achieve the goal of self-sufficiency, and in a better position to compete in the job market.

Individualized Education Plans

Following the initial screening and a comprehensive assessment of the student, an individualized education plan (IEP) is negotiated with the OSY staff, the student, and, whenever possible, the parent(s). Public law 94-142 requires that parents be involved in all aspects of the assessment and planning procedures that lead to the placement of the student in a special program.

Assessment continues throughout the student's stay in the program,and the educational plan is reviewed and amended to meet the student's changing needs. Graduation takes place when the student has completed the program spelled out in the IEP. (See Appendix B).

Many students may require post-OSY training before the carefully laid out vocational objectives in the IEP's can be completed. The staff's follow-up activities are aimed at assuring that the vocational plans have as good a chance as possible to be successfully implemented.

A Reality-Based Curriculum

A detailed description of the OSY curriculum is included in another manual. For purposes of this manual, the curriculum can be described as one that attempts to meet the total needs of students, including:

a) meeting their academic needs
b) meeting their health/living skills needs
c) meeting their vocational needs
d) meeting their social/emotional needs
e) meeting their community inter-action needs

A view of the OSY class schedule presented on the next page, gives an idea what a students' day consists of. If a student attends classes in the A.M.; his or her work experience, takes place in the P.M. and vice versa.

OSY CLASS SCHEDULE

A.M.

8:30 - 9:15 Academic & Basic Skills

9:15 - 9:30 Breakfast

9:35 - 10:20 Academic & Basic Skills

10:20 - 11:10 Employment Skills Seminar and/or Daily Living Skills

Monday - Team 2

Tuesday - Team 3

Thursday - Team 1

9:35 - 10:20 Wednesday Parent Ed. Group

10:20 - 11:10 Wednesday Support Group

10:00 - 11:10 Friday Physical Education and Recreation

10:00 - 11:10 Enrichment (Days and times will vary)

P.M.

12:00 - 12:50 Employment Skills Seminar and/or Daily Living Skills

Monday - Team 2

Tuesday - Team 3

Thursday - Team 1

1:00 - 1:50 Academic & Basic Skills

2:00 - 2:50 Academic & Basic Skills

2:00 - 2:50 Tuesday Parent Ed. Group

2:00 - 2:50 Wednesday Support Group

12:00 - 1:15 Friday Physical Education and Recreation

1:00 - 2:00 Enrichment (Days and times will vary)

What goes on in the classes, the special group sessions, and the important vocational aspect of the program, is determined during the IEP conferences and their reviews. Objectives are carefully negotiated with students and parents based on the special needs identified through assessments and discussions. The methods used, in an effort to meet those objectives, vary from one individual to another.

CHARACTERISTICS OF STUDENTS AND THEIR FAMILIES

The Out-of-School Youth Program attracts and provides educational, vocational, and support services for students from a wide variety of family backgrounds. A high percentage of the students come from socially, economically, and educationally deprived backgrounds. Forty percent are involved with the welfare system.

The students' special education needs fall mainly into the categories of mildly retarded or learning disabled, often accompanied by emotional or behavior problems. In some cases, the learning disabilities were not recognized while the student was enrolled in school. Students with the low incidence handicaps of hearing or vision impairments, physical disabilities or severe mental retardation are generally not found in the dropout population of the Saint Paul Schools. The retention rate for this disabled population is close to 100%.

The Out-of-School Youth Program places strong emphasis on family involvement because the services offered embrace the whole family constellation, with outreach to a whole range of community services. Each family is as unique as each student. The families can be categorized into four main types: 1) single parent home, 2) two-parent home, 3) living independently, and 4) other, (foster homes, group homes, etc.).

Single Parent Home

Approximately 36% of the Out-of-School Youth (OSY) students come from single parent homes where the mother is usually the only parent present. The single parent has limited time to spend in involvement with the school because the parent is working long hours and/or has small children at home.

Transportation to activities at the school is often a problem. It becomes the school's responsibility to accomodate the family by taking the necessary business to the home, arranging for transportation, or generally helping to solve a problem that may prevent the family from being active.

Two-Parent Home

About 34% of OSY's population lives in a home with both parents. This obviously facilitates making arrangements for parental involvement. Usually one or the other is able to arrange his/her schedule in order to be at school meetings. It is ideal when both parents are able to attend. The more complete the family interaction, the more complete the picture of the student and the more the staff can fulfill the student's needs.

Having both parents present does not guarantee a successful conference. For example, at a meeting called to discuss enrolling their son, both parents were disruptive and out of control. The mother was inebriated and the father would not allow his wife or son to participate. The parents would alternate between squabbling and interrupting each other. The son was not allowed to answer the questions put to him. Keeping this gathering under control was an accomplishment, but a great deal was learned from observing the family together.

At another meeting, both parents attended although they had been divorced for some time. Both showed concern and support and were eager to share their information and insights. The team learned a great deal about the needs of the student, this time in a very positive way.

There are also a small number of parents who show little or no interest in their child and consciously avoid any encounters with the school. These parents have to be actively pursued. Some refuse to open the door, miss pre-arranged appointments, or fail to show up for scheduled meetings. Students from these families often behave like their parents and must be brought along very slowly. Sometimes, with patience, the elusive family will gradually come to demonstrate care for the student and trust in the staff. For the student whose parents continue to avoid contact, the team must get what information they can from probation officers, social workers, liaison staff and teachers.

Living Independently

About 18% of the OSY population lives independently. Some of them prefer not to involve their families. If they are over 18, their wishes are respected, however; the majority of these students admit that they want their families to know what they are accomplishing.

One OSY student made it clear that she did not want her family involved. She had her own home and family and was independent of her parents. At graduation, she invited her parents, brothers, sisters and friends. All attended.

Other Living Arrangements

About 12% of the students live in group homes, halfway houses or foster homes. These are very special students. They may be in alternative living situations temporarily and will need assistance in returning to their parent's home or in establishing their own homes. The team works closely with available resource people, including welfare workers and probation officers.

The staff continues to work with students who have been placed in correctional or detention facilities and arrange for their re-enrollment in the program after their release.

THE TEAM

A key objective of the Out-of-School Youth team is to involve parents in the educational planning process and to seek their support and cooperation in the implementation of the agreed upon plan. The OSY program is served by three teams in order to assure a high level of individual attention to each student. The purpose of this section is to provide information on the roles of individual team members.

Community Liaison Worker

The Community Liaison Worker is the person who makes the initial contact with potential students for the Out-of-School Youth Program. He/she presents the program to potential students and their parents, helps stimulate the interest of the student in enrolling in the program, and sees that the enrollment procedures are carried out. Once the student has been enrolled, the liaison worker's primary responsibility is to help maintain attendance and resolve school/personal problems.

From the beginning, the student's family is an important avenue of approach to the student. A liaison worker may have worked with or had contact with another family member and has already established rapport with the family, or may have familiarity with the culture or the language of the home. Most potential students have been referred to the OSY program by another school or agency, or are found on the school district's computer printout of students who have recently left their regular schools.

The student is usually contacted by telephone and an appointment is made for an interview in the student's home, or at school. This first interview is very important as it gives the student and the family information about the program and helps to determine the student's potential eligibility for for special education services.

If the student appears to be a prospect for the program, feels ready to make a commitment to finish school, and wants to sign up, the liaison worker makes an agreement with the student. (See "Individualized Service Plan Agreement", Appendix C). The purpose of the agreement is to give the student and his/her family a tangible summary of how the program can help meet the student's educational and other related goals. By incorporating many services that are seen as advantageous to the students and their families, and by helping them to see school as an instrument through which to reach their objectives, the program has been able to sell itself.

Facilitator

The primary role of the facilitator is to help arrange for educational assessments for each student, negotiate and assist in the writing of individual educational plans, and schedule IEP conferences and reviews. Facilitators also seek out appropriate programs in the district or the wider community which will complement the Out-of-School Youth Program and provide enriching mainstream experiences and provide help to the classroom teachers in individualizing instructional efforts.

A facilitator is involved with the parent or guardian of most of the students in the program. A brief overview of the role of the facilitator will be helpful in explicating the involvement of parents.

A working relationship needs to be developed with the home as it is crucial that there be parental encouragement and support if the student is to complete his/her program at OSY. In most instances, the community liaison worker has made a contact with the parent or guardian and has opened the door to a cooperative relationship. The first task of the facilitator is to receive the student from the liaison worker.

At that point, the primary function of the facilitator is to begin the student assessment/program planning process in cooperation with the other members of the team.

In instances where the student has come in on his own initiative, or with a probation officer or welfare worker, the facilitator works cooperatively with the community liaison worker and the community agency representative to develop a plan for informing the family about the program and to develop a plan for assuring rapport with the family.

It is the responsibility of the facilitator to get parental permission to begin the assessment process and to collect information from parents which will enhance the team's apprehension of the student as a total person.

The facilitator involves the parents once again when assessments have been completed and it is time to plan the student's educational and vocational goals. Parents are encouraged to bring a friend or advocate to the IEP conference. At the conference, clear communication of the expectations of the student in school and at work, help to encourage family support the student will need as he returns to school. Parents can contribute a great deal to the program planning process. They know the student's assets and can suggest ways the program can be built around these strengths.

The IEP conference with the classroom teacher, social worker, parents, the student and the facilitator, provides an excellent forum for re-evaluating the student's capabilities. The conference gives everyone a chance to express their concerns and to offer suggestions. Parents have an opportunity to learn, first hand, of the efforts which will be required of the staff and the student in order for the student to reach very practical goals, efforts in which the parents can be active participants. The facilitator also has the responsibility of seeing that parents are kept updated on the student's progress.

Classroom Teacher

The classroom teacher is charged primarily with academic assessment and follow-up instruction with each out-of-school youth enrolled in the program. Academic assessment includes the areas of reading, language arts and mathematics. The results of the assessments help direct the teacher in planning an academic program to meet the educational needs of the student.

After a period of classroom observation and assessment, the individual educational plan (IEP) is created jointly by the school team, the student and his parents. At the conference, the teacher explains the assessment results in terms that are clearly understood by everyone present. It is made clear that everyone attending the conference is encouraged to participate in formulating a plan for that particular student. The teacher suggests the possible areas in need of specific academic work, allowing for input from all members present.

For example, parents and students have suggested that cursive handwriting instruction be included in the plan, or that basic typing should be a part of the student's overall plan. If the services the student or parent requests can reasonably be provided they are written into the IEP and reviewed at a later date.

At the IEP conference, the teacher makes it a point to invite the parent and student to describe needs which school assessments may not have picked up, or any specific learning problems which may have been overlooked, but which may play a significant role in the student's poor achievement. These plans are reviewed at twelve-week intervals with parents again invited to participate. The review is a time to discuss progress toward goals, and appropriate modifications of the IEP.

Work Experience Coordinator

The work experience coordinators of the Out-of-School Youth program use a team approach to plan and implement a success-oriented work experience for the students. The students and their parents or guardians work with the work experience coordinator and the employer to make sure the student works to the best of his/her ability. A training agreement is worked out with the student and signed. (See the training agreement form in Appendix D). This agreement involves the parents' cooperation in motivating and helping the student to abide by the eleven terms enumerated in the agreement.

Parent involvement is also encouraged during the student's individual educational planning conference. During this meeting the student's vocational direction is designed in cooperation with the student, the parent(s), and the work experience coordinator.

The Vocational Pathway, (see Appendix E), gives the students and their parents an idea as to what the staff is trying to accomplish in the vocational component of the program. The goal is to have an appropriate vocational plan developed for students to follow upon graduation.

The work experience coordinator has the primary responsibility for providing follow-up services for at least one year after graduation.

These coordinators also teach an Employment Skills Seminar Class, (ESS). The ESS class meets four times a week and involves group activities centering around occupational relations. One of the three coordinators is responsible to teach a Daily Living Skills class which meets once a week and attempts to teach students how to manage a home, family, and finances, in order to become self-sufficient.

Social Worker

The services of a full-time master social worker are available to all OSY students and their families. These services include the following:

1. Counseling with individual students and their families regarding personal living and relationship problems which are interfering with the student's participation in the program. This usually occurs on a selective basis upon referral from other staff members.
2. Conducting support groups for students who can use and benefit from a group experience which relates to their living problems. Working through issues related to their families is often the subject of concern in these groups.
3. Offering consultation to other staff members regarding their activities and efforts with students and their families. This is a very direct consultative role with the community liaison workers.
4. Participating in total team planning regarding student/family outreach, the student's program, and parent involvement in all aspects of the program, and providing social/emotional assessment as needed in this process.
5. Conducting support groups for parents of students who want help in dealing with parenting issues.
6. Referring students and their families to appropriate community counseling resources and social service agencies.
7. Acting as liaison between the community social service agencies involved with OSY families and the program.

Youth Advocate

The Youth Advocate is a support person for the student who has been involved with the courts. The advocate provides supportive counseling and assistance to further the student's educational growth. Youth advocates have background and experience with the courts and correctional institutions. It is his/her responsibility to work out problems with the police or the courts in order to maintain the student's school program and to enhance his/her performance in the program.

Parental involvement is very important with this particular segment of the OSY population, but not as easy to obtain as with other students. The advocate works to convince the student and the parent that their working together is of the utmost importance. Parents who show interest in school and in court proceedings can greatly influence the decision to keep the young person in the community. In many cases, an alternative to a half-way house or correctional facility is a caring home.

The following is an example of the way in which the youth advocate can help the family to use its own strengths and resources to work out problems:

A seventeen-year old girl had been having serious problems at home. The youth advocate learned that her probation officer was recommending placement in a group home. The girl's parents had been concerned about her school problems, and had invested an enormous amount of energy in trying to work things out. Recognizing the positive aspects of the home situation, the youth advocate met with the girl and her parents before the court hearing, and worked out a plan to ask the judge for one more chance at home. The judge took into account her progress and good behavior at school and her family's commitment to try once more, and allowed her one more try, with the understanding that one more violation would result in placement in a group home.

Things are working out at home and graduation is expected this spring. If the parents had not remained involved, her chances of remaining in the community would have been extremely poor.

EARLY EDUCATION PARENT INVOLVEMENT

The Early Education component of the Out-of-School Youth Program began in September of 1979. The program was created to provide support and guidance to those students enrolled in the Out-of-School Youth program who have children, or are pregnant. The need for the program was apparent for the following reasons:

1. The parents are adolescents who have more than the usual difficulties in adjusting to the demands of this developmental period in their lives because of their special education needs.
2. Most of the student/parents face the additional problems of single parenthood.
3. The young parents lack parenting experience and basic information relating to child development and child rearing techniques.
4. Most of the student/parents come from family backgrounds which have not provided healthy parenting models.

Individual counseling and weekly discussion groups provide the parents, with opportunities to share the joys and frustrations of raising children. During the sessions, the staff tries to provide an atmosphere which is both nurturing and encouraging for the parents as people. In addition to the teachers and classroom aides, a parent coordinator is employed to provide consultation to the young parents and to arrange for the parent component of the early education program.

Sporadic attendance and conflicting class schedules have been anticipated obstacles which the OSY teaching staff has worked to alleviate. With this particular group of parents, building good rapport requires daily informal contact.

OTHER STUDENT/FAMILY INVOLVEMENT

Attempts have been made at getting parents of OSY students involved in OSY activities which are of a social and/or business related nature. This is important and also helpful to both the program and to the families from which the students come. It is a time when parents can meet each other and share common concerns. They often benefit from this contact simply by becoming acquainted with problems and situations other families have, which are similar to their own. Following, is a brief description of these activities and how students and parents may become involved.

Advisory Board

OSY has an advisory board whose purpose is to help the program meet its objectives and to also give guidance and suggestions for improvements in everyday operations. An effort is made to get parents on the board and to actively participate in board matters. Other board members include representatives from the business community and professionals working in areas related to matters our students become involved in, such as welfare, vocational rehabilitation, and post-OSY formal vocational and college training.

Enrichment Program

A bi-weekly enrichment or enlightment program is an integral part of the OSY program. It is an effort to provide an enriching experience for OSY students. Most students lack an appreciation for the arts, and are often unfamiliar with various cultures. Programs include: Presentations by various artists, representatives from foreign countries, activities pertaining to cultural awareness, and occasionally a social or recreational activity. The activity sometimes involves a field trip or is held at another facility such as a museum.

On occasion, we find a parent who has a unique occupation or talent, and is willing to present the enrichment program. Sometimes we find parents who arrange for others to make a presentation.

Social Activities

On occasion, social activities in which parents of OSY students become involved are planned. One example is a planned open house which includes a potluck supper with the food donated and cooked by staff and students. The parents are simply invited for a free meal and a chance to get better acquainted with the staff and the program.

Another example of parental involvement is a spring graduation dinner. While the majority of our graduates, graduate in June, others may graduate in December and March. All have the option of participating in a formal graduation ceremony in June. The dinner is held in the evening in the private dining room of a fine restaurant. Again, the purpose is simply to provide a social opportunity for parents and students to mingle with OSY staff and also to honor the graduates at the ceremony following the dinner.

SUMMARY

This manual was prepared by key staff of the Out-of-School Youth Program of the Saint Paul Public Schools. Experience has shown that the more parents are involved in the program, the better the program is able to serve the students. The key to getting parent involvement is giving staff the time they need to make repeated telephone calls, send letters and information to parents, and make visits to the home or to the institutions, group or foster homes, or treatment centers in which the students reside. In order to accomplish these tasks, it is imperative that staff members not have full-time teaching assignments.

Listed below are the critical points at which contact with parents is sought and the techniques used to encourage their involvement:

I. Recruitment

Once a student is identified as having potential for the OSY program, a community liaison person begins the recruitment.

Parent Involvement Technique: The liaison worker calls the home and briefly describes the program to the parent and the student. Repeated calls are often necessary before a potential enrollee becomes interested enough to want to visit the OSY site. The liaison worker volunteers to pick the student up at his/her home and is often able to meet a parent in person at that time, and get an initial impression of the student's home situation.

II. Assessment

An important part of the data gathering of the assessment process includes procuring family background information and parental observation of the student's functioning in the home and neighborhood.

Parental Involvement Technique: The facilitator obtains parental permission to assess by getting the parent's signature on a permission form, and begins the process of involving the parents in the development of the educational plan.

III. Individual Educational Planning

Planning the individual education program follows the procedures outlined in Public Law 94-142 with respect to having parents and the student participate in a meeting with OSY staff. The results of the assessments are presented and an educational plan which describes the various goals and objectives is negotiated.

Parental Involvement Technique: The IEP conference is always arranged for the convenience of the parent, with the time and date often having to be adjusted to the parent's changing schedule. The facilitator frequently volunteers to pick up parents and bring them to the meeting. Most of the negotiating and goal setting is between the lead teacher, the student, and the parent, or between the work experience coordinator, the student, and the parent.

IV. IEP Review

A review of the IEP is held at least twice a year at approximately twelve-month intervals. It is a time to discuss progress toward objectives and to make needed modifications in the plan.

Parental Involvement Technique: Parents are encouraged to attend the review conference and to participate in the evaluation of the student's progress. Parents are always given a copy of the review.

V. Support Services

In addition to the individual and group counseling they do, OSY's social worker and youth advocate are able to link families with a variety of community social services. Those students who are parents themselves

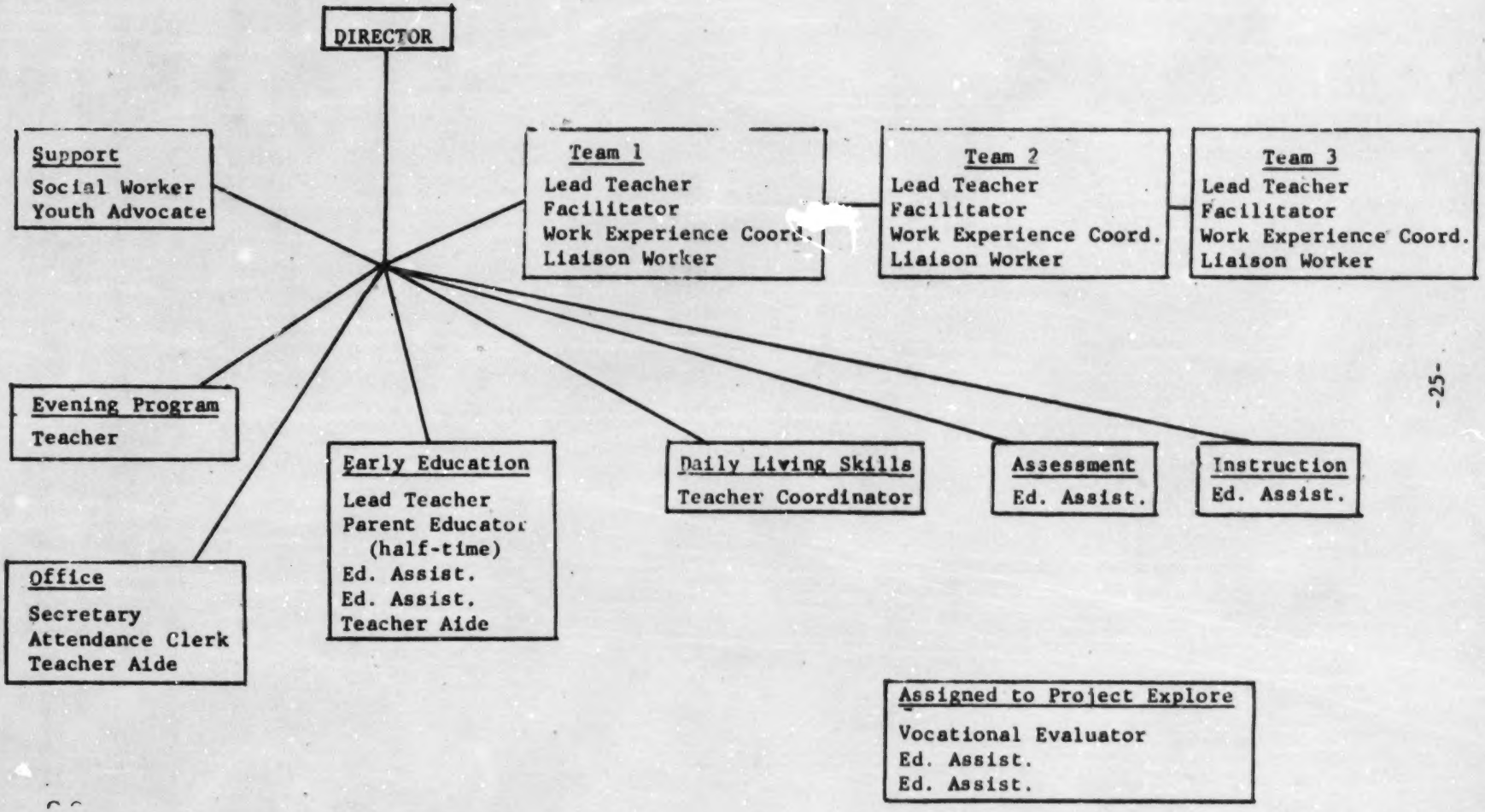
participate in the parent education program while their children are enrolled in the early education program.

Parental Involvement Technique: The counseling provided by support staff often takes place in a student's home, in which setting other family needs, become evident. It is then possible to offer to help the family to arrange for the needed services to be delivered by a community agency.

APPENDIX A

OSY ORGANIZATIONAL CHART

OSY Organizational Chart



APPENDIX B

STUDENT INVOLVEMENT

STUDENT INVOLVEMENT

1. Help develop and sign a service plan agreement.
2. Attend classes regularly.
3. Participate in an assessment.
4. Negotiate with OSY staff and parents on individualized educational plan including goals in the following areas:

academic	basic skills
vocational	daily living skills

5. Counseling and parent education are available through support staff and early education

GRADUATION REQUIREMENTS

1. Attend classes to the satisfaction of each of your teachers.
2. Participate in Project Explore
3. Complete the educational plan.
4. Develop a vocational objective and plan with your work experience coordinator.
5. Complete the required papers.
   a. Career choice
   b. Reaction to OSY experience.

Graduation cannot take place before the time of your old high school class will graduate and will usually require at least two trimesters of participation at OSY. Credits earned at OSY are added to credits earned elsewhere.

INVOLVEMENT WITH STAFF

Each student will be assigned to a team consisting of a lead teacher, a work experience coordinator, a community resource teacher, and a community liaison person. We also have a support staff including a social worker, a youth advocate, and educational assistants. Students with children may become involved in our early education program.

You are in team #_____

#1

Lead teacher -	Lou Parisien
Work Coordinator -	Paul Paulson
Community Res. Teacher -	Michelle McMonigal
Community Liaison -	Bruce Wahlin

#2

Lead Teacher -	Cindy Dawson
Wk. coordinator -	Jay Anderson & Cathy Erickson (Daily Living Skills Instructor)
Comm. Res. Teacher -	Nora Sukut
Comm. Liaison -	Sybil Shakir

#3

Lead Teacher -	Chuck Worthington
Wk. coordinator -	John Anderson
Comm. Res. Teacher -	Barbara Graham
Comm. Liaison -	Danielle James

SUPPORT STAFF

Social Worker - Bob Schmitz
Youth Advocate - Bob Horner

EARLY EDUCATION

Peggy Igo
Peggy Suter

APPENDIX C

SERVICE PLAN AGREEMENT

OUT OF SCHOOL YOUTH

INDIVIDUALIZED SERVICE PLAN AGREEMENT

This information is a summary of our conversations with you concerning your educational and related goals. This plan agreement covers areas in which both yourself and we agree to work together for your benefit.

INTERESTS:

Educational _____

_____

Vocational _____

_____

PLAN FOR SERVICES:

Screening and Assessment _____

_____

_____

Development of Individualized Educational Plan _____

_____

_____

WHAT WE ASK OF YOU:

a. Review this agreement with liaison person.
b. Carefully review the sheet describing student involvement, graduation requirements, and involvement with staff.
c. Meet the OSY staff you will be involved with.
d. Sign this form if you agree to participate in our OSY program as presented.

_____ _____

Student Staff

97 E. Central
St. Paul, MN 55101
298-5955

OSY - T103
12/79

APPENDIX D

TRAINING AGREEMENT FORM

ST. PAUL PUBLIC SCHOOLS
OJT COOPERATIVE VOCATIONAL EDUCATION
TRAINING AGREEMENT

Name of Trainee_____

Employing Organization_____ Occupation_____

1. The coordinator and the employer are willing to teach and train the trainee in the occupation named above in a cooperative manner to the best of their abilities, and to make it possible for the student-learner to get a variety of experiences in the work.

2. The trainee will perform the work to the best of his or her ability and cooperate to make the program successful.

3. The trainee shall conform to and be subject to all rules and regulations adopted from time to time by the training agency for its regular employees unless such rules and regulations are contrary to the terms of this memorandum. The same considerations shall be afforded trainees as is given to the rest of the employees.

4. The employer will try to provide a minimum of 15 hours of employment per week.

5. The trainee will not quit the job of his own volition before the school coordinator is consulted.

6. The trainee is hired for the remainder of the school year except where the employer and coordinator agree that some other action would be to the best interests of all concerned.

7. The trainee is expected to be regular in attendance at school and work. If not in school, the trainee is not to report to work without special permission of the coordinator.

8. The work standards expected of students will be the same as for beginning workers.

9. Periodic conferences of employer and coordinator will be held and the coordinator will be allowed to periodically visit the trainee on the job.

10. The employer, at the request of the school, will evaluate the trainee's performance on the job.

11. The employer will provide, insofar as possible, supervised work experience which will contribute to the development of an efficient worker.

Trainee	Employer
Parent or Guardian	School Coordinator
Date	School Principal

TRAINING PLAN to be attached

Employer

APPENDIX E

VOCATIONAL PATHWAY

OUT OF SCHOOL YOUTH'S VOCATIONAL PATHWAY

The vocational pathway sheet is an attempt to graphically show the vocational direction a student is taking. The work experience coordinators will be responsibile for its completion. It should be kept up to date and shared with other staff members and with parents, particularly at the IEP conferences and at the reviews. Before a student graduates from OSY, the vocational pathway should indicate an appropriate vocational objective and plan. The plan should include such things as when and where post OSY formal vocational training will take place and how it will be financed for those students whose vocational objective requires formal training. For otners, the objective and plan will simply be the occupation and where it will take place.

What the Vocational Pathway will do for OSY

It is hoped that the vocational pathway idea will provide the following for the OSY program.

1. A counseling tool for work coordinators and facilitators
2. Point out the importance of Project Explore participation, where hopefully students will find out not only what vocations they have interest in, but also whether or not they have much aptitude for that vocation.
3. Provide ideas for classroom instruction, not only in the ESS classes, but also in the academic classes.

The vocational pathway will be kept by the work experience coordinators through graduation. It will then go in the graduation packet and be referred to later for follow-up purposes.

OUT OF SCHOOL YOUTH

Vocational Pathway

Vocational Objective & Plan: _____

_____

_____

Work Exp & Training while attending OSY

1. _____
2. _____
3. _____
4. _____

_____ Age at graduation

Misc info

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Vocational clusters having both aptitude and interest for:

1. _____
2. _____
3. _____

_____ Name

Project Explore

Evaluation & Assessment
Occupational Awareness
Job Seeking & Survival Skills

_____ Age at Beginning

Stated Interests:

1. _____
2. _____
3. _____

Significant Work Experience & Training prior to OSY

1. _____
2. _____
3. _____
4. _____